



Behaviour Policy

Policy Version			
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September 2014	1.0		Jayne Carmichael
16.4.18	1.1	Update following new legislation. Approval to be sought at 15.5.18	A.White

This policy will be reviewed every 12 months or in light of a change to local and Government legislation.

The Dunham Trust believes it makes a significant contribution in transforming children's life chances. Our aim and commitment is to transform schools into sustainable learning academy communities.

“We aim to ensure that, for everyone involved, excellence and equity become and remain a reality”

“They come this way only once so we should litter their pathways with quality experiences”

We believe that we are able to help our academies and their young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a pathway to succeed that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for 'Improvement' are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

ACRE HALL PRIMARY SCHOOL BEHAVIOUR POLICY

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2017

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims and Principles of this behaviour policy

Provide positive reinforcement based on affection, respect and achievement.

- Encourage an atmosphere in school where children feel happy and confident to confide in adults in school.
- Create a structure in which children can learn to make choices and take responsibility for their actions.
- Raise self-esteem with reward, praise and approval.
- Enable all members of staff to work together with a corporate approach to discipline to exercise fairness and consistency at all times, in order to teach the concept of boundaries.
- Develop community and manage conflict and tensions by repairing harm and building relationships.
- Consider a holistic approach to meeting pupils' needs, including effective teaching and learning, physical and emotional care and where appropriate through partnerships with other agencies.
- Work with parents to develop positive behaviour and the adherence of school rules.

The Governing Body has:

- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Head of School to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Head of School to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Head of school and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link safeguarding governor to visit the school regularly, to liaise with the Head of school to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

The Head of School will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- make every effort to ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :
 - pupil attitudes to school and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying
 - strategies to improve behaviour and discipline

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- attend any periodic training on behaviour management which has been organised by the Head of School e.g. de- escalation training
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;

- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Parents/carers are encouraged to:

- develop good relations with the school;
- support good behaviour;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Pupils will aim to:

- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by adults in school;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support their class contract and guidance necessary to ensure the smooth running of the school;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- liaise with the school council to make suggestions about improving school behaviour;
- take part in questionnaires and surveys

Class Contracts

At the start of each school year every class from year one to year signs a 'Class Contract'.

(Please see notes on following pages about Foundation Stage procedures)

This is an agreement between pupils and staff about what is the expected behaviour from everyone in the classroom. Pupils and classroom staff sign this and it is displayed on the class room wall. The following are the 'Golden Rules' we have in school and these form the class contract.

We are gentle and respectful to everyone
 We are kind and helpful
 We listen and follow instructions
 We work hard
 We look after property
 We are honest

Rewards – General Principles

When praising children by whichever means, it is important to praise the behaviour not the child. Praise needs to be meaningful and should praise the effort or process rather than the overall attainment. Children who are praised for effort, know to make continued effort to overcome difficulties in their learning. Children who only ever receive praise for their outcome and/or ability/talent may struggle when learning becomes difficult since to admit they find something difficult is an admission they no longer have that talent/ability. Therefore praise must focus on effort and process to build resilience and encourage risk taking. Adults should try hard to notice children making the right choices and praise children for making them. Praise can also be shared with parents through comments written in PALs or via telephone/text message.

Class teachers use a variety of methods to reward pupils including stickers, 'raffle tickets' etc which can be saved towards a class treat. In addition, teachers may have adapted these methods for their own strategies for rewarding pupils in the classroom. These strategies need to be shared with any adult who may be releasing the normal teacher or teaching assistant.

Careful monitoring should be undertaken by all staff members that rewards are distributed fairly without discrimination. It is only right that pupils who make good choices are rewarded, as the contribution they make to the atmosphere and ethos of the school is invaluable.

Examples of behaviours deserving reward are;

Working hard at a task and persevering even if it is difficult; Using good manners around school; Showing kind and polite behaviour towards others; Offering to help without being asked; Carrying out a given responsibility sensibly; Being sensible and polite to visitors in school; Using initiative

This list is not exhaustive. There are many other actions that will earn a pupil stickers etc .

Certificates

Certificates are presented during assembly times and are an excellent way to highlight and reward outstanding behaviour or achievement. By drawing attention to good choices in this way, our pupils are able to set a good example for others to follow.

Examples of certificates presented:

Good choices at lunchtimes

Achievements in school – swimming, excellent attendance and punctuality

Achievements outside school – pupils are encouraged to bring in awards gained in their out of school activities, such as dancing, football, horse-riding, etc.

A mathematician and writer of the week will be chosen for pupils from year one to year six and photographs displayed near to the classroom door. Visitors to the class can ask to see work that this has been awarded for.

Star Pupil Award

Each week, one child from every class is chosen as Star Pupil. During Friday Assembly, these pupils come to the front of the hall and are given a special sticker. Their photographs are added to the class noticeboard display and names printed in the school newsletter.

Head of School's Stickers

A child is sent to the Head of School to share a pleasing achievement. If the child is bringing a piece of work, this should be annotated with a star and a letter 'H' in the centre. The child is given a special sticker by the head of school which is taken home and shared with parents

Class dojo system – y1 – 6

The whole school reward method is based around class dojo points and these are saved for the academic year with special badges given for reaching a certain number of points;

250 Bronze Star

500 Silver Star

750 Gold Star

1000 Head of School Award – Purple Star

Pupils can wear these on their uniform.

Dojos are given for a variety of reasons e.g completing homework on time, helping others etc. There is an expectation that to apply the rewards fairly, only one dojo will be given at a time. The 'Class Dojo' programme records these and staff are able to display this in the classroom for the children to see.

Lunchtime Rewards

During the lunch break pupils are supervised by some of our teaching assistant staff and also some Mid Day Assistants. In order to provide opportunities for staff who are not classroom based to reward pupils for good behaviour at lunchtime, we supply stickers and other rewards. In KS 1 & KS2 pupils are given 'reward tickets' which are posted in to a special box and saved for the half term. At the end of the half term 3 winning tickets are picked at random and those pupils win a £5 book token. The more tickets the children have won, the more chance they have of winning a prize.

Unacceptable Behaviour – poor choices

Low Level Disruption

Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by OFSTED, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

Serious Incidents

In our view, a 'serious incident' is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Attempting to run out of school
- Rudeness or Insolence to a member of staff

- Deliberate damage to property
- Sexual harassment
- Bullying

Sanctions – Y1 to Y6

All sanctions should be reasonable and proportionate to the offence. Sanctions should be appropriate to the age and understanding of the child and should never humiliate them. When disciplining children it is important to separate the behaviour from the individual i.e. 'We like you, it's your choices we don't like!' Children need to understand we don't punish them because we enjoy it, rather because we care about them and want to teach them firm boundaries so they may grow into responsible adults.

Unwanted behaviour can sometimes be avoided by the use of distraction or giving limited choices (all of which should lead to wanted outcomes and allow the adult to remain in control). Sanctions are most effective when applied close in time to the unwanted behaviour. In carrying out any sanctions, children should always be appropriately supervised, never secluded, by the adult determining the punishment.

Sanction

Typical behaviour warranting such a sanction

Verbal

Low level unwanted single event behaviour e.g. not listening, dropping litter, poor manners etc.

Thinking Time

A falling out between peers, resulting in a heated dispute.

Withdrawal of ICT systems

Misuse of school IT resources. Cyber bullying would be dealt with as Bullying rather than infringements of their or others safety.

Break time detention – see also notes below
Re Red Cards

Rudeness. Lack of respect. Unwanted persistent low level behaviour or a single most serious event.

Carrying out a useful task

Vandalism.

Playground Accumulator

Persistent unwanted behaviour at playtime.

Visit the Head of School

Any persistent unwanted behaviour or single serious event – fighting, swearing, racist or homophobic bullying Bullying. A visit to the Head of School may result in another sanction.

Withdrawal of privileges

Bullying. Serious single event.

Contact parents

Fighting. Bullying. Persistent lower level behaviour. Stealing. Use of inappropriate language. Damaging property (expectation that children should reimburse owner from own funds). Serious single event. See also notes below – Red Cards

After School detention

Fighting. Bullying. Persistent disruptive behaviour.

Lunchtime Exclusion

Persistent disruptive behaviour at lunchtime.

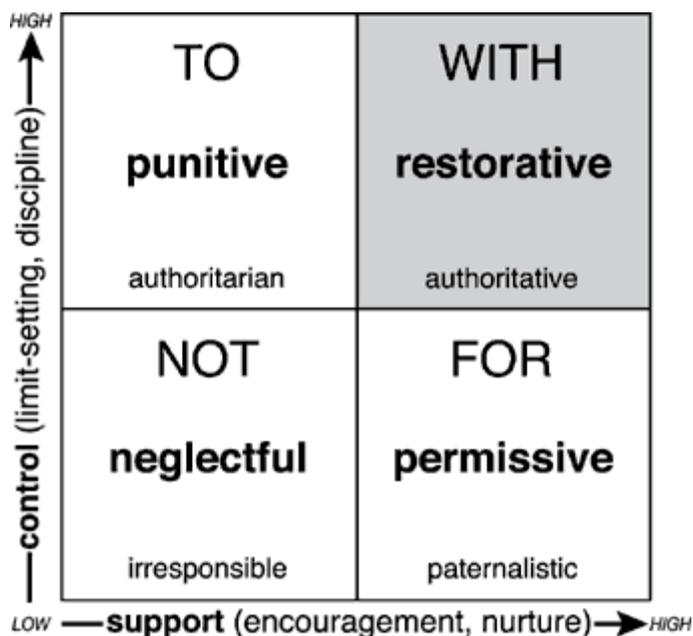
Internal Exclusion	Serious single event at lunchtime. Serious single event usually where the safety of other children or staff is a concern.
Exclusion – fixed term	Persistent disruptive behaviour. Serious single event. Bullying
Permanent Exclusion	In response to a serious breach, or persistent breaches, of the school's behaviour policy; and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Restorative Practice

In some circumstances the RP process and repairing the harm may be a satisfactory outcome and no sanction may be necessary. Additionally, following a discussion boundaries and expectations of behaviour may be established with associated consequences for non-compliance. There are four key elements to Restorative Practice (RP).

1. The Social Discipline Window

RP is about working with the children rather than doing thing 'to' or 'for'. RP offers high levels of support whilst challenging inappropriate behaviour.



2. A Fair Process

Children are involved by discussing the situation. Final decisions are made and rules are clearly stated so everyone understands the boundaries and consequences. We may not like the outcome but the process has been fair.

3. Restorative Questions

These are asked to sets of children, the wrong doer and the harmed. Discussions should always focus on the act not the actor, the deed not the doer.

Questions for wrong doer

What happened?
What were you thinking at the time?
What have your thoughts been since?
Who has been affected by what you did?
In what way have they been affected?
What do you think you need to do to make things right?

Questions for injured party

What did you think when you realised what had happened?
What have your thoughts been since?
How has this affected you and others?
What has been the hardest thing for you?
What do you think needs to happen to make things right?

4. Free Expression of Emotion

For children to reach a shared understanding and feel the process is fair they need to be free to express all emotions, within a safe environment, including those which are negative. This should result in a clear understanding of how to move forward.

Logging of Sanctions

In order to establish any patterns to behaviour or provide evidence for an Individual Behaviour Plan, it is necessary to keep brief details of any behaviours warranting sanctions. Most incidents can be recorded briefly by the class teacher on the child's 'Record Sheet' which is kept in the class behaviour folder and passed on with the child as he/she moves through school. (See Appendix 1)
Key Stage Leaders will regularly monitor these record sheets by collecting in class behaviour files weekly. They can then contact parents to discuss any ongoing behaviour concerns.

More serious behaviour issues –e.g. a single serious event e.g. racist name calling will be added to CPOMS by the person reporting them. The Head of School should be alerted and she will then contact parents to discuss the incident and any further actions which need to be taken.

Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When the Head of School excludes a child they must, without delay, notify parents of the period of the exclusion and the reasons for it. They must also, without delay, provide parents with the following information in writing:

- the reasons for the exclusion;
 - the period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
 - parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
 - how any representations should be made; and
 - where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting,
- When considering exclusion the Head of School and Governing Body will use 'Exclusion from maintained schools, Academies and pupil referral units in England' document for guidance.

Behaviour and Special Education Needs (SEN)

When a child's behaviour is a cause for concern staff will meet to discuss the child's individual needs. In conjunction with the Head of School and SEN Coordinator, it may be necessary to employ strategies outside of this policy to address the unwanted behaviour. Parents should be contacted at this juncture.

Should the behaviour of a child cause continued concern then the school should make arrangements to place the child on the Special Needs Record and to monitor and give help to the child. Parents should be kept informed and should a child reach School Action of the SEN record then an Individual Behaviour Plan will be drawn up in order to assist the child with strategies for improvement of behaviour. Specialist support will be sought if it is felt by the SEN coordinator, class teacher and Head of School that outside help is required at School Action Plus. This course of action may ultimately lead to the child receiving a statement of Special Education Needs, at which point further resources would be available to support the child.

Procedures for lesson times in the Foundation Stage (including KS 1 Small Class)

Whilst we recognise that consistency within school is a very important aspect to any behaviour policy it is also important to understand that within the different stages in school the pupils are functioning at different levels of understanding. This is particularly marked in the Foundation Stage where many children are still learning about aspects of sharing and mastering the personal, social and emotional skills necessary for school life. Our 'Golden Rules' will be taught to the children and there will be a consequence to breaking these rules but it will not have the cumulative effect that the procedures for Y1-6 do have.

In both Nursery and Reception we believe in positive behaviour reinforcement and reward good behaviour with praise and stickers, using positive vocabulary to recognise their 'Effort', 'Kindness', 'Respectfulness'. We also use class Dojo to reward points for a child's good behaviour; manners, respect, kindness, teamwork, amongst other things. These points are collated during the week and at the end of the week we give a prize for our 'Class Dojo Winner'. Points are reset to zero at the start of the new week to give each child the opportunity to demonstrate their skills.

In the Foundation Stage, which includes Nursery, Reception and also children from the KS1 Small specialist Class, any incidents will be treated immediately and separately using the following procedure;

- 1) Children will be asked to stop, with reference being made to the rule that is being broken.
- 2) If a child follows the instruction to stop an adult will thank them.
- 3) If a child does not follow the instruction to stop, they will be reminded that they may have to have some 'time-out'. In Reception we use a 4 stage weather behaviour system whereby, when placed on the rainbow as a visual warning for the rain cloud (time out) the child will be given the opportunity to correct their behaviour and make the right choice. Every day the children will start on the Sunshine (which symbolises good behaviour) and can reach the star when they are demonstrating outstanding behaviour.
- 4) In Nursery if the child continues to ignore the verbal adult instruction to stop they will be asked to move to the designated 'time out chair' to have time out and think about their actions with use of the visual aid sand timer.
- 5) If a child continues to make the wrong behaviour choices, for example by refusing to have time out, they will be removed from the classroom to see the appropriate Phase Leader. For Nursery children this will be the Foundation Stage Leader and for Reception Children this will be the Key Stage One Leader.

If a child is consistently having time out a positive behaviour chart will be introduced to praise good choices and this will be shared with parents and careers.

Procedures for lesson times from Y1 – Y6 (including KS 2 Small Classes)

In order to promote the highest possible standards of learning it is necessary for there to be a robust and consistent behaviour system in school. This must be communicated so that pupils and their parents are clear about our expectations.

The following chart has been developed to give a colour coded system detailing the features of each behaviour band. The 5 sections on the chart apply to behaviour in all lessons. Separate guidance is given for break time behaviour- see below.

Outstanding - PURPLE	Better than expected - BLUE	Expected - GREEN	Lost learning - YELLOW	Unacceptable RED
Helping others in their learning	All of GREEN plus:	Listening carefully	Chatting	Arguing with the teacher
Always organised in learning	Responding to challenge	Following instructions	Being silly	Bad language
Ready to learn without prompts	Answering questions in class	Presenting work to best of ability	Stopping others learning	Damaging equipment
Enthusiastic engagement in lessons	Respects other children's learning	Asking for help when necessary	Turning around	Refusal to follow instructions
Independent in their learning	Putting in 100% effort	Working hard	Wandering around the classroom unnecessarily	Refusal to work
Actively seeks challenge	Consistent use of manners		Tapping or silly noises	
			Inconsistent effort	

Each class displays this chart alongside a version with corresponding colours. This version has space to display photographs of the pupils in the class/their name cards. Everyone starts the day on the green section of the chart. Within the day pupils can be moved along the chart depending on their behaviour; putting in good efforts, responding well to challenges etc can move them up to the higher sections whereas poor behaviour choices can lead them to move down the chart. If a pupil moves to the yellow or red sections of the chart he/she will be encouraged to make the right choices and alter behaviour so that he/she can move back to the green section. Each new day pupils all start on the green section of the chart.

Red Cards

Red cards are issued when a child moves to the red section of the class Behaviour Chart and does not make any attempt to moderate their behaviour. The red card is sent home (text sent as well) and parents are expected to sign it, discuss the issue with their child and return the card to school the following day. If a child receives two red cards in a week, they will receive an in-school detention.

Detentions

Where a serious incident occurs (see list above) , or a child receives two red cards in a week, the child will receive a detention. Detention means that a pupil will miss the next break and lunchtime. Parents will receive a letter informing them of the detention and the reasons for it. Parents/carers are expected to sign it, discuss the issue with their child and return the letter to school the following day.

If a child has received 3 detentions in a term the Key Stage Leader will invite parents of the child into school to discuss the behaviour and that child will be given a daily report sheet.

Report Sheets

Following three detentions or an exclusion in a half term period, a daily 'report' system will be used. The report sheet is given to the child who must keep it with them at all times. Staff responsible for the pupil during the day will assess the child's behaviour at the end of each session. This includes playtimes, lunchtimes and lesson times. The sheet is taken home at the end of each day and is signed by the parents/carers.- see annex to policy for copy of a suggested sheet. Report sheets will be reviewed every week and continue for a period of time – usually 2 / 4 weeks - until class teacher in consultation with Key Stage Leader, (if the Key Stage leader is the class teacher then the consultation should be with the Head of School or Deputy Head of School), are clear that progress has been made and the school's code of behaviour is being followed by the pupil. Report sheets will then no longer need to be used.

Break Time and Lunch Time Behaviour

During break times we expect pupils to follow similar standards of behaviour as lesson times whilst understanding that the play areas provide less close supervision of pupils. Playtimes give pupils the opportunity to exercise and develop physical abilities alongside interactions with friends. Sports equipment is used to facilitate co –operative play and learn new skills. We understand that during some energetic playground games there may be occasions where 'heated' arguments occasionally break out between pupils. On such occasions staff are expected to use de – escalation strategies (there is regular training for staff in such methods) initially to calm pupils. Restorative practice may be the best way of solving an argument however the same judgements apply to playground behaviour as classroom behaviour for the category of serious incidents. Any of the behaviours below would result in the pupil being sent inside to the Head of School and a detention given.

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Attempting to run out of school
- Rudeness or Insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying

Monitoring and review

This policy is monitored on a day-to-day basis by the Head of School, who reports to governors on request about the effectiveness of the policy.

This pupil behaviour and discipline policy is the governors' responsibility and they review its effectiveness regularly. They do this by examining the school's incident logbook, where incidents of poor behaviour are recorded, and by discussion with the Head of School.

Approval by Local Governing Body and Review Date

This policy was formally approved by the Local Governing Body at a formally constituted meeting.

Signed: _____ (Chair of Governors)

Date: _____

Review date: _____

End of policy

APPENDIX 1 – DAILY REPORT SHEETS – EXAMPLE – TICKS FOR EACH BOX

Subject	I remained polite and followed adult instructions	I stayed on task most of the time	I did not disrupt the learning in class	My work was completed to an acceptable standard
Break	Supervising Staff Signature to confirm rules followed at break			
Subject	I remained polite and followed adult instructions	I stayed on task most of the time	I did not disrupt the learning in class	My work was completed to an acceptable standard
Lunch	Supervising Staff Signature to confirm rules followed at lunch break			
Subject	I remained polite and followed adult instructions	I stayed on task most of the time	I did not disrupt the learning in class	My work was completed to an acceptable standard
Subject	I remained polite and followed adult instructions	I stayed on task most of the time	I did not disrupt the learning in class	My work was completed to an acceptable standard
Comments on the day				

APPENDIX 2 – RED CARD

Date	Pupil Name
Reason Red Card Given	
<p>Please discuss this incident with your child then sign the card below to acknowledge that you have seen it and return it to school. Our school behaviour policy can be found on our website www.acrehall.trafford.sch.uk</p> <p>The policy gives details of the standards of behaviour we expect in school. The policy has been discussed with pupils and the School Council.</p>	
Parent Signature	

APPENDIX 3 – DETENTION LETTER – ON SCHOOL LETTERHEAD

Dear Parent/Carer

I am writing to let you know that _____ has been given a detention at school today. The reason for this is _____

We hope that alerting you to this behaviour will allow you to discuss it with your child so that any similar incidents can be avoided in the future. We know that you will want _____ to do well at school ; that is what we want also.

We know that _____ has great potential but have given the detention to ensure he/she understands the behaviour we expect at school to ensure that everyone has the opportunity to learn well.

Please discuss this matter with _____ then return the slip below to school tomorrow.

Yours Sincerely

Mrs A White
Head of School

Date

Pupil's Name

I confirm that I have discussed the matter with my child.

Signed _____

APPENDIX 4 - INDIVIDUAL BEHAVIOUR MONITORING DETAILS – TO BE KEPT IN CLASS BEHAVIOUR FOLDER

(RECORD ANY RED CARDS, DETENTIONS, SERIOUS INCIDENTS OR EXCLUSIONS – brief notes only – further details to be recorded on CPOMS as necessary)

Pupil Name :

Date	Incident	Sanction
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